Your Voice, Your World

**Introduction/Rationale:** Focusing on the idea of what growing up and coming of age means to you, we have read several texts and addressed some current issues related to adolescence. We have also discussed the differences between narrative and persuasive writing and looked at examples of both. I want you to go beyond analyzing the problems of characters and create your own statement about the challenges of adolescence. Because I know you have opinions worthy of being heard, this assignment will ask you to pick a medium for publishing what you write, and you will write with that medium in mind. Let the world hear what you have to say!

**Final Assignment:** You will create and publish a piece of writing focused on one specific challenge of adolescence that speaks to you. Your writing should be persuasive, arguing for change about your topic. Your paper should be 2-4 pages in length (typed), and you will turn in a list of at least three sources that informed your writing, one of which should be a text we have read in class.

**Pre-writing Part 1: Group Brainstorming**

In order to pick suitable topics, you will brainstorm ideas in your table groups. Pick one person to begin. Thinking about the issues we have seen in our texts, the beginning person will write three possible topics on a sheet of paper. Then they will pass it to their right and the next person will do the same, all the way around the table (be creative and think of topics that are personal to you). When your group is finished, we will begin sharing out to complete a whole class topic bank.

**Pre-writing Part 2: Individual Decision**

Using the class bank of ideas, you will pick the topic that most interests you. Write this topic at the top of a blank piece of paper. I will give you three minutes to quickwrite why you are interested in your topic, what you want people to know about it, or what you do/don’t know about the topic.

After three minutes we will look at options for publication (blog post, series of facebook posts, informational pamphlet, etc.) and discuss.

Think about what style you most want to try your hand at and make a decision. On your quickwrite paper, explain to me what publication option you picked (or if there is something you want to try, but we didn’t talk about, explain that to me and I will consider it) and how you think you might present your argument in a form suitable to that medium. Turn this into me so I can approve your decisions and give you feedback.

**Research:**

During our research class period, you will dig into your topic, looking for factual information to back up your claims, pieces of music or poetry, short stories, other student writing that will inspire your argument (that you might also quote from or reference in your writing). You will need to find at least three sources to pull from, and one of these must be a work we have referenced in class. If you are doing a series of social media posts, consider what pictures or songs might accompany your posts to make them more meaningful (though these may not appear in your written final draft, they will be in your published version). When you have found three sources, you will type them up with author/artist and title into a works cited page. We will address how to format this page in class and I will be available to help with formatting.

**Outline:** Begin outlining your writing as a bare-bones skeleton. Think about the parts of your argument and what you will use as proof (refer back to your notes from our Persusasive Writing Lessons). Consider how you will hook them into reading (intro), what is the most logical sequence of information, and how to leave them with a bang (conclusion)!

Next class period, you will share your ideas with your shoulder partner for a PQP Peer Review session.

**First Draft:** Thinking about the feedback from your peer, begin writing. Focus at this point should be on ideas and voice. This needs to sound like you, not me. We will edit later, but for this draft focus on what you are saying and how you want to say it. You will turn this into me for a grade on content and voice. This is just a checkpoint to make sure you are on the right path. I will give you feedback on organization and ideas.

**Second Draft & Peer Editing:** You will have one day to make changes to your first draft. Changes should come from my feedback and your own re-reading of your work. You will bring a copy of this second draft with you to class for a peer review/editing session. This draft will be counted in your final grade, but I will not critique it.

We will pair up for a read-aloud peer review. You will need to take turns reading your draft to your partner and receiving feedback from them using our usual Praise, Question, Polish forms. I will come around when each pair is finished and give credit for your feedback, then you will give your feedback form to your partner so they can use it in their final draft.

After read-aloud you will find a new partner and get out your blue pens. Swapping papers, you will peer-edit for grammar, sentence fluency, spelling, and word choice. This is not a moment to be a tyrant with your partner’s paper, give them suggestions or underline areas where they might want to focus on in their own editing. I will also check your participation for credit in this. When you have finished editing your partner’s paper, print and sign your name and date on the bottom right corner of the last page.

**Final Draft and Publication:** On the date due, you will bring with you to class a final draft of your writing project, including a works cited page listing your research sources and any other sources you used (pictures, music, etc.). With your final draft you will turn in your outline, and 1st and 2nd drafts. These count for points, but I will only be using the rubric to grade your final draft.

It is now your responsibility to publish your final draft via whatever outlet you chose. I will give you three days (in case you have a series of posts you want to space out), and on the third day, I will need some proof of your publication (show me on our laptops, print out the page of your blog, show me the email if you sent it to an online publication) We can discuss publication issues on an individual basis. This portion of the assignment is worth 15% of the total. \*Please note:\* I will be asking you about these publications randomly throughout the semester to see if you have received any feedback from them, and what kind of feedback. Do not just publish and forget it!!

Grading Breakdown

Individual Decision Pre-writing – **10 pts.**

Thoughts on topic:5 .pts

Thoughts on publication: 5 pts.

Outline – **10 pts.**

Research/ Final Works Cited – **10 pts.**

3 sources (one from class): 6 pts.

Proper format (per my instruction): 4 pts.

First Draft – **10 pts.**

Clear argument stated: 3 pts.

Tentative support for argument: 4 pts.

Distinct voice: 3 pts.

Second Draft/ Peer Review – **20 pts.**

Draft with changes: 10 pts.

Read-aloud PQP: 5 pts.

Editing review: 5 pts.

Final Draft – **25 pts.**

Graded according to attached rubric

Publication – **15 pts.**

**Total Score – 100 pts.**

Your Voice Writing Assignment Rubric

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| --- | --- | --- | --- | --- |
| **Scored Items** | **Exemplary = 5** | **Proficient = 3** | **Emerging = 1** | **Score** |
| **Ideas &**  **Content**  - main argument  -supporting details | * Clearly stated main argument with relevant and strong supporting details | * Evident main idea with some support which may be general or limited | * Argument may be a little unclear * Support is lacking or irrelevant |  |
| **Organization**  -structure  -introduction  -conclusion | * Organized logically; all points of persuasive writing present * Engaging intro and conclusion | * Logical organization, but missing some elements of persuasive writing * Intro & conclusion present, but not inviting | * Disorganized or hard to follow; little attention paid to persuasive writing model * Missing or weak intro or conclusion |  |
| **Voice**  -personality  -sense of audience | * Expressive, passionate, sincere * Strong sense of audience * Shows emotion: humor, honesty, suspense or life | * Usually appropriate to audience and purpose * Writer behind the words comes through sometimes, but not consistently | * Writing tends to be flat or stiff * Little or no hint of writer behind words |  |
| **Word Choice**  **& Sentence Fluency** | * Word choice energizes writing * Easy flow of sentences; varied lengths and sentence structures | * Words correct, but not vivid or descriptive * Sentence structures correct, but lack variety | * Word choice sometimes repetitious; lacking imagery * Sentences choppy or run-on; lacking in flow |  |
| **Conventions**  - age appropriate spelling, caps, punctuation, and grammar | * Strong control of conventions * Errors are few and minor | * Control of most writing conventions * Occasional errors with   high risks | * Frequent significant errors may impede readability |  |
|  | **TOTAL POINTS \_\_\_\_\_/ 25** | | | |

Adapted from http://www.rubrics4teachers.com/pdf/6TRAITSWRITING.pdf